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ABSTRACT

The objectives presented define the basic information required of a student operating in the Library System of the University of Illinois at Urbana-Champaign. These statements of objectives are intended to provide a tangible framework for all public service personnel in the Undergraduate Library, and their various components can be coordinated to achieve three designated goals based on the premises that the average college student is unaware of most available bibliographic sources, that the library is a highly complex information system, and that the library staff should address itself to the coordination of library and classroom instruction. The first goal is to foster the student's comprehension of the total library system, and it involves instruction in library organization, the card catalog, the shelf list, the serial record, and the Library Control System. The second goal entails making the student aware of services offered by the Undergraduate Library, such as reserves, media centers, reference, bibliographic instruction, and circulation. The third goal, that of alerting the student to the wide variety of available informational resources, is concerned with his or her exposure to reference books, monographic literature, periodical literature, government publications, newspapers, reference services, and referrals. (FM)

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BIBLIOGRAPHIC INSTRUCTION OBJECTIVES

UNDERGRADUATE LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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BIBLIOGRAPHIC INSTRUCTION OBJECTIVES

UNDERGRADUATE LIBRARY OF THE UNIVERSITY OF ILLINOIS

PREFACE

The Bibliographic Instruction Objectives attempt to define basic information required of a student operating in the Library System of the University of Illinois at Urbana-Champaign. The present bibliographic instruction program at the Undergraduate Library is designed to reach all students through rhetoric and speech communication classes which are mandatory for first year students. These objectives obviously cannot be fully realized during one fifty minute classroom presentation. Although the time constraints of the bibliographic instruction session limits the amount of information that can be conveyed, the hour is of value if students leave with an image of the library as an information center staffed by persons interested in assisting them: students should leave willing to ASK for assistance.

The knowledge conveyed through a fifty minute session on bibliographic instruction must be supplemented by other services at the Undergraduate Library; these include Term Paper Counseling, reference service, and the information available from the public service desks in the Undergraduate Library. The other public service staff can provide more in-depth information (as

identified in the subpoints on the outline) as the student requires it. The various components of the instructional program must be coordinated to achieve the designated goals; the statement of objectives car provide a tangible framework for all public service personnel in the Undergraduate Library. Upper division, subject oriented presentations should be further developed to build upon this foundation.

FRESHMAN BIBLIOGRAPHIC INSTRUCTION OBJECTIVES

--defined by Beth Dankert, Mary Huston,
Sherrie Kitzmiller, Barbara Smith

The following objectives and goals are based on the premises that:

(1) The average college student is unaware of the greater part of bibliographic sources available to him/her.

(2) The library is a highly complicated system of print and non-print information. Bibliographic instruction is needed for the student to locate pertinent material.

(3) The library staff must address itself to the relevance of the library to the academic program; the educational process can be advanced by coordinating library and classroom instruction.

MAJOR GOALS

1. The student will understand the organization of the University of Illinois Library System.

2. The student will be cognizant of the services of the Undergraduate Library.

3. The student will be alerted to the wide variety of available informational resources.

SPECIFIC INSTRUCTIONAL OBJECTIVES

Following bibliographic instruction, the student should be able to comprehend the following:

I. The student will understand the organization of the University of Illinois Library System.

A. Library Organization

1. Will know that the University of Illinois Library System is a composite of 35 departmental (subject) libraries and will be able to verbally interpret the handout containing a map of and hours for the libraries.

2. Will know where to access monographs and periodicals in the Library System through the records of library holdings.

    a. Will know that there is one central card catalog, shelf list, and serial record listing books and periodicals in the University of Illinois Library System, and can identify the respective files on sight.

    b. Will know that each departmental library has its own card catalog, shelf list, and serial record listing all books and periodicals in that particular library, and can identify each of these files in the Undergraduate Library.

B. Card Catalog

1. Given the term "card catalog," will be able to explain what its purpose is.

2. Given an author card, a title card, and a subject card, will be able to explain the differences between them.

3. Will be familiar enough with general filing rules to locate straight-forward monographic and periodical main entries in the Main Library card catalog.

4. Can identify the main entry as the entry to consult to obtain copy location information via the yellow card; can explain that if there is no yellow card, the title is housed in the stacks only.

5. Can interpret and explain basic symbols and directions stamped on the catalog card.

6. Can explain how to use tracings on the main entry card as a source of pertinent subject headings for research.

7. Can identify and explain notes describing the physical item.

8. Will be aware of the supplement to the card catalog and can explain when it should be consulted.

C. Shelf List

1. Given the term "central shelf list," will be able to explain that it is a numerical listing (in call number order) of books and periodicals in the University of Illinois Library System, and that the shelf list can be used to "browse" - i.e., to determine appropriate classification numbers and departmental libraries to consult for additional information.

2. Can interpret and explain copy and location information contained on the shelf list card.

3. Can interpret and explain special symbols and stamps, i.e., "q" means quarto, "f" means folio.

D. Serial Record

1. Given the term "central serial record," can explain that it is a listing by main entry of periodicals in the University of Illinois Library System and can be used to determine the location of desired periodicals.

2. Can identify and verbally interpret the control card, current issues card, and holdings card in order to determine the location of issues.

E. Library Control System (LCS)

1. Can explain that LCS is at present a circulation information retrieval system (with limited searching capability) that is used to record circulation transactions and through which one can ascertain the circulation status of an item.

2. Can explain that LCS will eventually combine the three central catalogs (card catalog, shelf list, and serial record) into one data base.

II. The student will be cognizant of the services of the Undergraduate Library (UGL).

A. Reserves

1. Will be able to locate the reserve section.

2. Will be able to use the course card catalog to determine the location of required readings.

B. Media Center

1. Given the term "Media Center," will be able to explain its dual role of supplementing and enhancing classroom instruction and aiding independent learning, and providing recreational listening facilities (i.e., spoken arts and musical recordings).

2. Will be able to identify the area on sight.

C. Reference Service

1. Will be able to explain that there is a Reference Desk staffed by Undergraduate Library personnel who will help with general reference inquiries and with library research.

2. Will be able to describe the reference section as a collection of factual material to aid in research (i.e., encyclopedias, dictionaires, handbooks).

D. Bibliographic Instruction

1. Will recognize that bibliographic instruction (including Term Paper Counseling) will aid the student in developing a viable research method. The student should be able to explain the strategy outlined below:

a. Define the topic.

b. Search the monographic literature.

c. Search the periodical literature.

d. Search other sources (i.e., government documents).

e. Consult outside sources (i.e., faculty members, librarians).

2. Can explain that a search strategy may be applicable to personal informational needs as well.

E. Circulation

1. Can explain the basic requirements for and responsibilities of borrowing library materials.

2. Can list other uses to be made of the circulation record, including determining the status of an item and placing a "hold" on a charged item.

III. The student will be alerted to the wide variety of available informational resources.

A. Reference Books

1. Encyclopedias and Dictionaries

a. Can explain that encyclopedias provide background readings on a topic and are useful in limiting the scope of the research topic and/or obtaining an overview of the subject.

b. Can explain that a bibliography following an encyclopedia article may lead to additional sources of information.

c. Can explain that the index volume of the encyclopedia should be utilized to locate all information in the set that may relate to the topic.

d. Can explain that subject subdivisions exists to locate encyclopedias and dictionaries through the card catalog.

2. Bibliographies

a. Given the term "bibliography," will be able to define its functions.

b. Will be able to locate a specific and a general bibliography for a topic through the card catalog, periodical indexes, or other bibliographies.

3. Style Manuals

a. Given the term "style manual," can explain its usefulness in writing a term paper.

b. Can locate the section in an approved style manual which outlines rules for typography, spelling, capitalization, and punctuation.

c. Can locate the section in an approved style manual which prescribes the format for presenting the paper and for compiling footnotes and a bibliography.

B. Monographic (book) literature

1. Library of Congress Subject Headings (LCSH)

a. Will be able to locate the LCSH volumes.

b. Can define the LCSH as the listing of subject headings used by the library in designating the subject content of monographic material in the card catalog.

c. Will be able to correctly interpret and explain symbols in the LCSH (i.e., "sa," "x," "xx") by referring to the abbreviations list in the front of the volume.

d. Can explain that subject headings are narrowed by subdivisions.

e. Will be able to compile a comprehensive list of headings and subdivisions on a given topic at an appropriate level of specificity (i.e., can adapt own terminology to that of card catalog).

2. Card Catalog

a. Will be able to locate the card catalog in the Undergraduate Library.

b. Given the bibliographic information for a monograph, will be able to accurately search the card catalog to determine if the item is in the Undergraduate Library.

c. Given a usable subject heading, will be able to determine through the card catalog what the Undergraduate Library holds on the subject.

d. Will be able to correctly copy a complete call number and follow directional signs to locate the item on the shelf.

3. Library Control System (LCS)

a. Can identify the public LCS terminal in the Undergraduate Library.

b. Will be able to input an algorithm (author, author/title, title) to determine through LCS if an item is in the University of Illinois Library System.

c. Will be able to do a detailed search on an item to determine circulation information.

d. Can explain that the card catalog must be consulted for full bibliographic information and tracings.

e. Will be able to correctly copy the complete call number from the LCS printout and follow directional signs to locate the item on the shelf.

4. Criticisms and Reviews

a. Will be able to identify appropriate indexes to consult for a list of criticisms and reviews for a title.

b. Will be able to identify and explain the components of the citation for a review.

c. Can explain how to locate criticism through the card catalog.

C. Periodical Literature

1. Periodical Information

a. Can provide three examples of research or recreational information needs which periodical literature might satisfy.

b. Can explain that periodicals may be used to obtain current information on a wide range of topics.

c. Can explain that periodicals may be used to find recent research findings.

d. Can explain that periodical literature can be studied to gain an historical perspective to a subject or event.

2. Indexing and Abstracting Services

a. Given the terms "periodical index" and "periodical abstract," will be able to verbally differentiate between the two.

b. Will be able to locate the periodical indexes and abstracts in the Undergraduate Library and explain that they are arranged by subject area.

c. Will know that there are both popular and scholarly indexes and abstracts and name two examples of each.

d. Can explain how to search for articles (or books) by using all possible subject headings, including "see" and "see also" references, to either narrow or enlarge a citation pool.

e. Will be able to identify the author and title components of a citation in an index or abstract.

f. Can list the bibliographic information that must be copied from the index or abstract in order to locate an article or book.

g. Can consult the index's list of periodical abbreviations for the complete periodical title (necessary to locate a periodical in the University of Illinois Library System).

h. Can explain the meaning of each abbreviation and number in a citation (i.e., illus, biblio, volume number, issue date); the abbreviations list in the front of an index may be consulted.

i. Can explain that the introduction of the index or abstract is valuable in providing directions for using the index or abstract.

3. Vertical Rotary File

a. Can explain that the vertical rotary file (the Linedex) in the periodicals area is a complete aphabetical listing of serials in the Undergraduate Library.

b. Can explain that if the item is not included in the rotary file, the serial record in the Main Library must be consulted to determine if the periodical is in the System.

c. Can explain the arrangement of current and bound periodicals in the periodicals area of the Undergraduate Library.

D. Government Publications

1. Can explain that government documents are a valuable source of information, especially for statistics and research reports.

2. Can locate an entry in the Monthly Catalog after doing an author, title, or subject search.

3. Can list the pertinent bibliographic information to copy from the Monthly Catalog to search for the item in the University of Illinois Library System.

4. Can explain that searching by main entry (issuing agency) is a reliable approach to searching for a government document in the University of Illinois Library System.

5. Can give a definition of the term "depository library" and explain that the University of Illinois Library has such a status.

E. Newspapers

1. Can explain that newspapers are useful for historical research in defining attitudes and media perspectives on events.

2. Can explain that newspapers are primary sources of information for current topics.

3. Will know that some major newspapers are indexed and can list at least two that are indexed.

4. Can explain that the years covered in an index are indicated on the spine and title page of a volume.

5. Can explain the necessity of experimenting with subject headings to retrieve all pertinent information from a newspaper index.

6. Can explain how to determine the meanings of abbreviations in citations.

7. Can explain that dates identified in newspaper indexes may be used to retrieve information from non-indexed newspapers.

F. Reference Service

1. Reference Service

a. Can locate the Reference Desk in the Undergraduate Library.

b. Will know to ask for assistance and can list five kinds of questions that may be asked of a reference librarian.

2. Handouts and guides

a. Can locate Undergraduate Library handouts and guides at the Reference Desk.

b. Can explain possible uses for handouts and guides.

G. Referrals

1. Computerized data bases

a. Can explain one advantage to a computerized data base.

b. Can explain one advantage of on-line literature searching over manual searching.

2. Departmental Library

a. Can find locations of any library on the map and hours handout.

b. Will be able to recognize the reference and circulation desks and the card catalog of any relevant library.

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by M. Huston